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ABSTRACT

From a national perspective, cooperative vocational education is becoming increasingly important. As the country changes from a manufacturing to a service economy, many traditional jobs are being eliminated, while new jobs are being created, especially in the information field. In order to prepare employees for these jobs, a partnership between the schools and the private sector is needed. Schools will benefit by providing quality education on the cutting edge of the new technology, and the private sector will benefit by getting qualified employees at less cost for recruiting and training. At the national level, Congress funds programs of national significance, which include (1) national discretionary projects, (2) the National Center for Research in Vocational Education, (3) six regional curriculum coordination centers, and (4) the National Occupational Information Coordinating Committee. These programs of national significance support the functions of applied research and curriculum development, demonstration, dissemination, and training. Through these programs, improvements can be made in education, including cooperative education. Research findings to date indicate that cooperative education leads to a positive attitude of students toward office occupations and higher job performance ratings from employers. Further efforts are needed to determine the effects of cooperative programs on productivity, minority employment, the work ethic, job satisfaction, employment of handicapped persons, high technology, entrepreneurship, and articulation from secondary to postsecondary education. All signs now point, however, to the benefits of cooperative programs to the employer, to the students, and to the community. (KC)

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NATIONAL PERSPECTIVE ON COOPERATIVE EDUCATION

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FOR

VOCATIONAL AND ADULT EDUCATION

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COOPERATIVE EDUCATION ASSOCIATION INC. AND

CANADIAN ASSOCIATION FOR CO-OPERATIVE EDUCATION

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NATIONAL PERSPECTIVE ON COOPERATIVE EDUCATION

I AM VERY PLEASED TO BE WITH YOU THIS MORNING. AS YOU KNOW, SECRETARY BELL HAD PLANNED TO BE HERE, BUT UNFORTUNATELY, THE DEMANDS ON HIS SCHEDULE THIS WEEK MADE IT IMPOSSIBLE FOR HIM TO JOIN YOU. HE HAS ASKED ME TO EXTEND TO YOU HIS SINCERE REGRETS, AND HIS HOPES FOR A SUCCESSFUL CONFERENCE.

THERE HAS ALWAYS BEEN A CLOSE RELATIONSHIP BETWEEN THE UNITED STATES AND CANADA, AND I AM PLEASED TO PARTICIPATE IN THIS CONFERENCE AS A PART OF THAT CONTINUING TRADITION. OVER THE YEARS I HAVE ATTENDED A NUMBER OF MEETINGS AND CONFERENCES IN MANITOBA AND WINNIPEG -- AS A NATIVE OF CANADA, I AM ALWAYS PLEASED TO BE BACK HOME.

I'D LIKE TO BEGIN BY MENTIONING SOME OF THE GOALS SECRETARY BELL HAS ESTABLISHED FOR THE U.S. DEPARTMENT OF EDUCATION BECAUSE THEY VERY MUCH RELATE TO YOUR CONFERENCE THEME. THE SECRETARY HAS ESTABLISHED AS HIS NUMBER ONE PRIORITY "ACHIEVING EXCELLENCE IN EDUCATION" -- THAT GOAL OVERARCHES ALL OTHER GOALS BUT IS ESPECIALLY IMPORTANT TO HIS GOAL OF "STRENGTHENING EDUCATION FOR WORK," SOMETHING WE"LL BE TALKING ABOUT IN THE NEXT FEW DAYS. QUALITY VOCATIONAL EDUCATION PROGRAMS CAN HELP REDUCE UNEMPLOYMENT, INCREASE PRODUCTIVITY, AND CONTRIBUTE TO CONTINUING ECONOMIC RECOVERY.

THE SECRETARY IS ALSO COMMITTED TO REDUCING ADULT FUNCTIONAL ILLITERACY. AND IN THE VERY NEAR FUTURE WILL ANNOUNCE A MAJOR INITIATIVE ON ADULT ILLITERACY IN THE UNITED STATES.

I HAVE BEEN ASKED TO SPEAK ON THE NATIONAL PERSPECTIVE ON COOPERATIVE EDUCATION. THIS IS A MOST TIMELY TOPIC. AS YOU KNOW, PRESIDENT REAGAN IS COMMITTED TO THE REVITALIZATION OF THE AMERICAN ECONOMY. I BELIEVE THAT EDUCATION CAN PLAY A KEY ROLE IN THIS EFFORT BY DEVELOPING HUMAN RESOURCES, AND IT CAN DO THIS MOST EFFECTIVELY BY WORKING CLOSELY WITH BUSINESS AND INDUSTRY TO ENSURE THAT PROGRAMS PREPARE STUDENTS FOR THE JOBS OF TODAY AND TOMORROW. COOPERATIVE EDUCATION ESPECIALLY IS A BRIDGE BETWEEN EDUCATION AND PUBLIC AND PRIVATE ENTERPRISES.

THE LAND OF REALISM

FIRST, I'D LIKE TO FOCUS ON YOUR CONFERENCE THEME, "THE LAND OF REALISM." OUR WORLD AND OUR TWO COUNTRIES HAVE ALL CHANGED IN SIGNIFICANT WAYS. IN THE UNITED STATES, COMMUNITIES ARE BEING SHAPED BY NUMEROUS FORCES. AMONG THE MOST SIGNIFICANT ARE THE ECONOMIC, TECHNICAL AND DEMOGRAPHIC CHANGES. I'D LIKE TO REVIEW AS BRIEFLY AS POSSIBLE THE NATURE OF THESE CHANGES TO WHICH ALL EDUCATION SYSTEMS MUST ADAPT.

ECONOMIC CHANGE

IN THE U.S., WE HAVE THE PROBLEMS OF OVERALL DECLINING PRODUCTIVITY, DETERIORATING COMPETITIVE POSITION IN MANY INDUSTRIES, AGING AND INEFFICIENT PLANTS, AND HIGH INTEREST RATES. MANY JOBS WILL DISAPPEAR. THE PRESIDENT OF FORECASTING INTERNATIONAL, MARVIN CETRON, ESTIMATES THAT, "MANUFACTURING WILL CONSUME ONLY 11% OF THE JOBS IN THE YEAR 2000, DOWN FROM 28% IN 1980. JOBS RELATED TO AGRICULTURE WILL DROP FROM 4% TO 3%. THE TURN OF THE CENTURY WILL FIND THE REMAINING 86% IN THE SERVICE SECTOR, UP FROM 68% IN 1980. OF THE SERVICE SECTOR JOBS, HALF WILL RELATE TO INFORMATION COLLECTION, MANAGEMENT, AND DISSEMINATION." UPSWINGS IN THE ECONOMY WILL NOT COMPLETELY SOLVE THE UNEMPLOYMENT PROBLEM.

THE U.S. PRODUCTIVITY GROWTH RATE HAS LAGGED BEHIND FOREIGN COMPETITION FOR MORE THAN A DECADE. HARVARD ECONOMIST JAMES MEDOFF HAS CALCULATED THAT AS MUCH AS 60 PERCENT OF THE DROP-OFF IN PRODUCTIVITY GROWTH MAY BE DUE TO A "LABOR IMBALANCE" -- A MISFIT OF PEOPLE TO JOBS. THIS IS ONE REASON I BELIEVE THERE IS A STRONG CONNECTION BETWEEN THE VITALITY OF OUR ECONOMY AND COOPERATIVE EDUCATION. COOPERATIVE EDUCATION ALLOWS STUDENTS TO DISCOVER THEIR ABILITIES AND INTERESTS, AND THUS MAKE SOUND DECISIONS ABOUT THEIR CAREER CHOICES.

TECHNOLOGICAL CHANGE

JOHN NAISBITT, AUTHOR OF THE BEST-SELLING BOOK MEGATRENDS, RECENTLY NOTED "THE SHIFT TO AN INFORMATION-BASED SOCIETY WILL BE MORE PROFOUND THAN THE NINETEENTH CENTURY SHIFT FROM AGRICULTURAL TO AN INDUSTRIAL SOCIETY.." THE RAPID PACE OF TECHNOLOGICAL CHANGE ACCENTUATES AND WIDENS THE GAP BETWEEN EDUCATION PROGRAMS AND THE CUTTING EDGE OF KNOWLEDGE. THE JOBS OF THE FUTURE ARE CHANGING IN NATURE. ADVANCING TECHNOLOGY IN THE OFFICE AND IN THE FACTORY THREATENS TO MAKE SOME OCCUPATIONS VIRTUALLY OBSOLETE. PEOPLE MUST HAVE THE SKILLS AND KNOWLEDGE TO ENABLE THEM TO COMPETE FOR THE JOBS OF TOMORROW.

A RECENT ARTICLE IN THE FUTURIST PREDICTED THAT BY 1990 THERE WILL BE A NEED FOR MORE THAN EIGHT MILLION HIGHLY SPECIALIZED TECHNICIANS. CURRENT PROGRAMS TO PREPARE SUCH TECHNICIANS CAN MEET ONLY ABOUT TEN PERCENT OF THE DEMAND. COOPERATIVE EDUCATION PROGRAMS CAN HELP MEET THE DEMAND. THE DEMANDS OF THE FUTURE FOR NEW AND DIFFERENT TYPES OF EMPLOYMENT PREPARATION PROGRAMS ATTUNED TO CHANGING TECHNOLOGICAL AND OTHER NEEDS OF BUSINESS AND INDUSTRY MAKE IT ESSENTIAL THAT THE PARTNERSHIP BETWEEN EDUCATION AND BUSINESS AND INDUSTRY BE STRENGTHENED AND BROADENED.

COOPERATIVE EDUCATION PROGRAMS OF HIGH QUALITY EXEMPLIFY THE PARTNERSHIP CONCEPT. YOU MAY WONDER WHY I MENTION HIGH-QUALITY COOPERATIVE EDUCATION.

INEFFECTIVE PROGRAMS FRUSTRATE THE STUDENTS, THE EMPLOYERS, AND DEFEAT THE EDUCATIONAL INSTITUTION'S OBJECTIVES. RESEARCH IN COOPERATIVE EDUCATION HAS CONSISTENTLY VERIFIED THE ADVISABILITY OF AN INDIVIDUALIZED PROGRAM OF INSTRUCTION FOR THE COOPERATIVE EDUCATION COMPONENT. THE "WRITTEN ARRANGEMENTS," OFTEN REFERRED TO AS THE TRAINING PLANS, USED IN CONJUNCTION WITH THE TRAINING AGREEMENT, DETAIL SPECIFIC DUTIES AND TASKS TO BE LEARNED AT THE WORKPLACE AND RELATED TO THE DISCIPLINE'S INSTRUCTIONAL PROGRAM(S). THE TRAINING PLAN ALSO OUTLINES SUGGESTED TIME FRAMES FOR THE ACCOMPLISHMENT OF IDENTIFIED LEARNING OBJECTIVES, IDENTIFIES THE INSTRUCTIONAL ROLES OF THE EMPLOYER AND THE INSTITUTION, AND EXPLAINS THE CONCEPT OF COOPERATIVE EDUCATION PROGRAMMING TO ALL PARTIES.

DEMOGRAPHIC CHANGE

DRAMATIC DEMOGRAPHIC CHANGES ARE OCCURRING IN THE U.S. WORKPLACE! COOPERATIVE EDUCATION, EVEN MORE SO THAN TRADITIONAL EDUCATION, MUST BE RECEPTIVE TO CHANGE. THE WORKFORCE IS AGING; A DECREASE IN THE PRECENTAGE OF THE WORKFORCE COMPOSED OF YOUTH (BUT AN INCREASE WITHIN THAT AGE BRACKET OF MINORITIES) IS PROJECTED; SKILLED WORKERS ARE MIGRATING FROM THE "FROST BELT" TO THE "SUN BELT"; ADULTS ARE TENDING TO REMAIN IN THE WORKFORCE LONGER AND OPT FOR LATER RETIREMENT; WOMEN CONTINUE TO JOIN THE WORKFORCE, PARTICULARLY IN NON-TRADITIONAL OCCUPATIONS; THE WORKFORCE IS INCREASINGLY MOBILE; AND THE POOR, UNSKILLED, OR LOW-SKILLED WORKERS CONTINUE TO BE CONCENTRATED IN DENSELY POPULATED URBAN AREAS.

NEW FAMILY STRUCTURES AND LIFE STYLES HAVE CHANGED THE AMERICAN HOME. MORE CHILDREN ARE BEING RAISED IN SINGLE-PARENT HOMES. IN TWO-PARENT HOMES, INCREASINGLY, BOTH ADULTS ARE EMPLOYED. ALL THESE FACTORS WILL TEST EDUCATIONAL SYSTEMS TO RESPOND NOT ONLY TO CHANGES, BUT TO NATIONAL NEEDS.

THE ADMINISTRATION OF PRESIDENT RONALD REAGAN SEES THE PRIVATE SECTOR AS BEING MUCH MORE IMPORTANT TO THE TOTAL EDUCATIONAL ENTERPRISE THAN ANY OTHER ADMINISTRATION IN MY MEMORY. THIS IS AS IT SHOULD BE. EDUCATION SHOULD BE A JOINT EFFORT BETWEEN THE COMMUNITY AND THE EDUCATIONAL INSTITUTION. SUCH AN EFFORT MUST INVOLVE THE PRINCIPLES OF JOINT AUTHORITY, JOINT RESPONSIBILITY, AND JOINT ACCOUNTABILITY. COOPERATIVE EDUCATION HAS CLEARLY DEMONSTRATED ITSELF TO BE AN EFFECTIVE VEHICLE IN FORMING AND IMPLEMENTING THE PARTNERSHIP BETWEEN THE EDUCATIONAL SYSTEM AND A WIDE VARIETY OF COMMUNITY SEGMENTS. COOPERATIVE EDUCATION IS PART OF THE "LAND OF REALISM." THERE ARE VARIOUS WORK-SITE LEARNING EXPERIENCES, HOWEVER, THE MAJOR ONE IS COOPERATIVE EDUCATION. COOPERATIVE EDUCATION IS A PURPOSEFUL BLENDING OF INSTRUCTIONAL AND EMPLOYMENT WHICH MEETS JOB PREPARATORY OBJECTIVES. IT IS A SCHOOL-INITIATED AND SCHOOL-SUPERVISED PROGRAM WHICH IS AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM.

I WOULD LIKE TO DISCUSS SOME OF THE RESEARCH AND PROGRAM IMPROVEMENT WITH WHICH I AM MOST FAMILIAR. ALTHOUGH MY TRAINING IS IN EXPERIMENTAL

RESEARCH, MY INTEREST IS AN ACTION RESEARCH. WHILE IT IS NOT CENTRAL TO MY DISCUSSION, I SHOULD LIKE TO MENTION VOCATIONAL-TECHNICAL EDUCATION, A SEVEN BILLION DOLLAR ENTERPRISE SERVING 16.5 MILLION STUDENTS (10 MILLION IN SECONDARY AND 6.5 IN POSTSECONDARY PROGRAM). VOCATIONAL-TECHNICAL EDUCATION IS OFTEN TREATED AS A SINGLE, HOMOGENEOUS PROGRAM. IT IS HARDLY THAT. INSTEAD, IT IS MANY PROGRAMS WITH WIDELY DIFFERING PURPOSES RANGING FROM THE CAREER GUIDANCE OR ORIENTATION FUNCTION OF PRE-VOCATIONAL INDUSTRIAL ARTS, AND THE FAMILY CENTERED FOCUS OF CONSUMER AND HOMEMAKING EDUCATION, THROUGH THE EXPLORATION AND CLUSTERED SKILLS PREPARATION IN THE HIGH SCHOOL, TO THE HIGH-SKILLS TRAINING AND TECHNICAL EDUCATION AT THE POSTSECONDARY LEVEL. VOCATIONAL EDUCATION IS OFFERED IN AN ALMOST BEWILDERING ARRAY OF INSTITUTIONS, EACH TYPE WITH ITS OWN APPROACH, STRUCTURE, FUNDING MECHANISMS, LEGAL POWERS, AND OTHER CHARACTERISITCS. ACCORDING TO OUR 1982 DATA, THIS ARRAY INCLUDES: 15,729 PUBLIC COMPREHENSIVE OR VOCATIONAL HIGH SCHOOLS; 1,395 PUBLIC AREA VOCATIONAL CENTERS; 586 PRIVATE SECONDARY SCHOOLS; 812 PUBLIC NONCOLLEGIATE POSTSECONDARY INSTITUTIONS; 6,813 PRIVATE NONCOLLEGIATE POSTSECONDARY INSTITUTIONS; 1,135 2-YEAR INSTITUTIONS OF HIGHER EDUCATION (SUCH AS COMMUNITY COLLEGES AND TECHNICAL INSTITUTES); 647 4-YEAR INSTITUTIONS OF HIGHER EDUCATION (WHICH OFFER LESS THAN BACCALAUREATE PROGRAMS); 553 STATE CORRECTIONAL FACILITIES; AND, 83 CORRESPONDENCE SCHOOLS. SOME 20,000 DIFFERENT INSTITUTIONS!

NOW, I HAVE RISKED CONFUSING YOU WITH THIS MASS OF FACTS ONLY TO IMPRESS ON YOU THAT THE TARGET OF RESEARCH AND PROGRAM IMPROVEMENT

IS PERHAPS EVEN MORE COMPLEX THAN ONE MIGHT THINK. AT THE FEDERAL LEVEL CONGRESS FUNDS PROGRAMS OF NATIONAL SIGNIFICANCE. THESE INCLUDE: (1) NATIONAL DISCRETIONARY PROJECTS, (2) THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION (NCRVE), (3) SIX REGIONAL CURRICULUM COORDINATION CENTERS, AND (4) THE NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (NOICC).

THE PROGRAMS OF NATIONAL SIGNIFICANCE SUPPORT THE FUNCTIONS OF APPLIED R&D CURRICULUM DEVELOPMENT, DEMONSTRATION, DISSEMINATION, AND TRAINING. THROUGH THESE ACTIVITIES A NATION-WIDE PROGRAM IMPROVEMENT NETWORK HAS BEEN ESTABLISHED. IN ADDITION TO THE FEDERAL ACTIVITIES, THIS NETWORK INCLUDES THE 57 STATES AND OUTLYING AREA RESEARCH COORDINATING UNITS, THE STATE LIAISON REPRESENTATIVES FOR CURRICULUM WHO WORK WITH THE STATE OCCUPATIONAL SPECIALISTS AND THE CURRICULUM COORDINATION CENTERS, THE STATE PERSONNEL DEVELOPMENT COORDINATORS, AND THE STATE CURRICULUM LABORATORIES. THROUGH THIS NETWORK PROGRAM IMPROVEMENT SERVICES ARE PROVIDED TO LOCAL VOCATIONAL EDUCATION PROGRAMS, AND TO POSTSECONDARY AND ADULT TECHNICAL PROGRAMS.

THE APPLIED RESEARCH PROJECTS FOCUS ON NATIONAL PROBLEMS AND ISSUES CONSISTENT WITH THE PRIORITIES ESTABLISHED BY THE SECRETARY AND BY THE ASSISTANT SECRETARY OF VOCATIONAL AND ADULT EDUCATION, AS WELL

AS THE PRIORITIES SET FORTH IN THE LEGISLATION. SOME EXAMPLES OF HOW OUR ONGOING PROJECTS REFLECT THESE NATIONAL PRIORITIES -- UNEMPLOYMENT: AT OUR REQUEST, THE NATIONAL ACADEMY OF SCIENCE/NATIONAL RESEARCH COUNCIL HAS ESTABLISHED A COMMITTEE ON VOCATIONAL EDUCATION AND ECONOMIC DEVELOPMENT IN DEPRESSED AREAS, TO STUDY COLLABORATION AMONG VOCATIONAL EDUCATION AND BUSINESS, INDUSTRY, LABOR AND COMMUNITY-BASED ORGANIZATIONS.

IN ANOTHER ONGOING STUDY, THE AMERICAN INSTITUTES FOR RESEARCH HAS DEVELOPED VOCATIONAL COMPETENCY MEASURES FOR 17 VOCATIONAL SKILL AREAS. THE TESTS, TO BE USED BY EDUCATORS IN SECONDARY AND POSTSECONDARY SCHOOLS, WILL INFORM STUDENTS ABOUT THEIR PROGRESS IN ACQUIRING SPECIFIC COMPETENCIES. EMPLOYERS WILL FIND THE TESTS HELPFUL FOR SELECTING NEW EMPLOYEES AND FOR ASSESSING TRAINING NEEDS OF PRESENT EMPLOYEES.

ANOTHER ACTIVITY FUNDED UNDER PROGRAMS OF NATIONAL SIGNIFICANCE IS THE NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL-TECHNICAL EDUCATION. THE NEED FOR A NETWORK OF CURRICULUM COORDINATION CENTERS WAS RECOGNIZED BY THE U.S. OFFICE OF EDUCATION IN THE EARLY 1970'S. STUDIES SHOWED THAT CURRICULUM DEVELOPMENT AND DISSEMINATION EFFORTS WERE FRAGMENTED AND DUPLICATIVE. THE NATIONAL NETWORK PROVIDES A VARIETY OF CURRICULUM RELATED SERVICES TO CLIENTS AT THE FEDERAL, STATE, AND LOCAL LEVELS, INCLUDING TECHNICAL ASSISTANCE, CONSULTATION,

IN-SERVICE TRAINING WORKSHOPS, ACQUISITION AND DISSEMINATION, CURRICULUM SEARCHES, CURRICULUM ADAPTATIONS, LIBRARY LOANS, FIELD-TEST SITE IDENTIFICATION, AND COORDINATED INFORMATION-SHARING.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION IS ORGANIZED AROUND THE FUNCTIONS OF APPLIED RESEARCH AND DEVELOPMENT, LEADERSHIP, DISSEMINATION AND UTILIZATION, INFORMATION PLANNING AND POLICY DEVELOPMENT, CLEARINGHOUSE SERVICES, AND EVALUATION. TO REFLECT THE FULL INTENT OF THE LEGISLATION, THE CENTER HAS SELECTED THE FOUR PROGRAMMATIC THEMES OF COMPREHENSIVE PLANNING, SPECIAL POPULATIONS, SEX FAIRNESS, AND EVALUATION. BECAUSE A MAJOR CENTER MISSION IS APPLIED RESEARCH, IT STRESSES PRODUCT DISSEMINATION. TO DATE, THE CENTER HAS DISTRIBUTED, UNDER THE OVAE CONTRACT, OVER 160,000 COPIES OF PRODUCTS TO TARGETED AUDIENCES. ANOTHER MAJOR ACTIVITY OF THE CENTER IS ITS ROLE AS A CLEARINGHOUSE IN WHICH IT ACQUIRES, ABSTRACTS, AND INDEXES A BROAD RANGE OF RESEARCH AND DEVELOPMENT PROJECTS IN VOCATIONAL EDUCATION. TO DATE OVER 1,700 PROJECTS ARE INCLUDED IN THE CLEARINGHOUSE INVENTORY. AS A PART OF THE CLEARINGHOUSE FUNCTION, THE CENTER MAINTAINS A CLOSE LIAISON WITH THE DEPARTMENT OF DEFENSE TO DETERMINE WHICH MILITARY COURSES ARE SUITABLE FOR ADAPTATION TO CIVILIAN VOCATIONAL AND TECHNICAL TRAINING. THROUGH THIS LIAISON THE CLEARINGHOUSE HAS DEVELOPED A COMPUTER-ACCESSED BAND OF 1,400 MILITARY COURSE TITLES.

LEADERSHIP DEVELOPMENT IS ALSO A LEGISLATIVELY MANDATED FUNCTION FOR THE CENTER. UNDER THE INSTITUTE PROGRAM OF THE CENTER'S NATIONAL ACADEMY, WORKSHOPS, CONFERENCES, AND SEMINARS ARE HELD. BETWEEN 1978 AND 1983, 9,528 PERSONS HAVE PARTICIPATED IN ALMOST 300 SUCH ACTIVITIES. THESE INSTITUTE ACTIVITIES COVER A VARIETY OF TOPICS INCLUDING COMPREHENSIVE PLANNING, SPECIAL NEEDS POPULATIONS, AND EVALUATION AND POLICY. IN ADDITION, THE CENTER OPERATES A RESIDENT PROGRAM AND AN ADVANCED STUDY CENTER.

THE 1976 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT AUTHORIZED THE ESTABLISHMENT OF A COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION. THE COMMITTEE IS CONCERNED WITH PROGRAM IMPROVEMENT ACTIVITIES IN VOCATIONAL EDUCATION, CAREER EDUCATION, AND EDUCATION AND WORK FUNDED BY THE U.S. DEPARTMENT OF EDUCATION. THE NATIONAL INSTITUTE OF EDUCATION, THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION, THE OFFICE VOCATIONAL AND ADULT EDUCATION, AND THE OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES ARE REPRESENTED.

THE PURPOSE OF THE COMMITTEE IS TO: (1) COORDINATE RESEARCH EFFORTS, AND THEREBY ACT TO PREVENT DUPLICATION, (2) ESTABLISH NATIONAL PRIORITIES, AND (3) DEVELOP A PROJECT MANAGEMENT INFORMATION SYSTEM FOR THE REPRESENTED PROGRAMS. ITS ACTIVITIES HAVE INCLUDED AN EXTENSIVE SHARING OF PROGRAM INFORMATION, REVIEW OF PROGRAM PRIORITIES AND INVITATIONAL

SEMINARS AIMED AT NATIONAL PRIORITIES AND POLICY CONCERNS. IN ADDITION, THE COORDINATING COMMITTEE ISSUES AN ANNUAL ANNOTATED AND INDEXED BIBLIOGRAPHY OF CURRENT PROGRAM IMPROVEMENT PROJECTS IN VOCATIONAL EDUCATION, CAREER EDUCATION, AND EDUCATION AND WORK. THIS BIBLIOGRAPHY IS ENTITLED "PROJECTS IN PROGRESS."

IT IS BOTH TIMELY AND APPROPRIATE TO CONCLUDE WITH A LIST OF A FEW CONCLUSIONS CONCERNING COOPERATIVE EDUCATION. A REVIEW OF MAJOR RESEARCH PROJECTS, STATE REPORTS AND STUDIES, AND POSITION PAPERS COMPLETED BY KNOWLEDGEABLE COOPERATIVE EDUCATION PROFESSIONALS INDICATE THAT MUCH PROGRESS HAS BEEN MADE...YET MUCH REMAINS TO BE DONE. SOME SIGNIFICANT FINDINGS OF RESEARCH INDICATE:

WHEN COMPARED TO BEGINNING JOBS FOR NON-COOPERATIVE OFFICE EDUCATION GRADUATES, COOPERATIVE OFFICE EDUCATION GRADUATES RECEIVE HIGHER RATINGS FROM THEIR JOB SUPERVISORS IN EVERY AREA OF JOB PERFORMANCE MEASURED.

WORK EXPERIENCE APPEARS TO AFFECT A SIGNIFICANT POSITIVE CHANGE IN THE ATTITUDE OF STUDENTS TOWARD OFFICE OCCUPATIONS.

STUDENTS PERCEPTIONS OF OFFICE WORK DIFFER SIGNIFICANTLY AFTER PARTICIPATION IN A COOPERATIVE OFFICE EDUCATION PROGRAM.

(CARMELA C. KINGSTON, RESEARCH SUMMARY #07-03, TRENTON STATE COLLEGE)

IN CONCLUSION, I WOULD LIKE TO COMMEND THE PLANNERS OF THIS CONFERENCE FOR THE INTERDISCIPLINARY APPROACH TAKEN TO ADDRESS ISSUES IN COOPERATIVE EDUCATION, AND THE LEADERS OF THE COOPERATIVE EDUCATION MOVEMENT IN THE UNITED STATES AND CANADA FOR THE STANDARD OF EXCELLENCE THEY HAVE ESTABLISHED. THE METHODOLOGY AND THE STANDARDS ARE ESTABLISHED, BUT WE NEED TO SEEK ANSWERS TO SOME VERY CRITICAL QUESTIONS. RESEARCHERS IN COOPERATIVE EDUCATION SHOULD DETERMINE WHAT EFFECT COOPERATIVE EDUCATION HAS ON SUCH CRITICAL CONTEMPORARY EMPLOYMENT AND TRAINING ISSUES AS:

-- PRODUCTIVITY
-- MINORITY EMPLOYMENT
-- THE WORK ETHIC
-- JOB SATISFACTION
-- EMPLOYMENT OF THE HANDICAPPED
-- HIGH TECHNOLOGY
-- ENTERPRENEURSHIP
-- ARTICULATION FROM SECONDARY TO POSTSECONDARY

FROM MY NATIONAL PERSPECTIVE I BELIEVE EMPLOYERS, EDUCATORS, AND STUDENTS ARE INCREASINGLY INTERESTED IN COOPERATIVE EDUCATION PROGRAMS. COOPERATIVE EDUCATION PROGRAMS ALLOW EMPLOYERS TO OBSERVE PROSPECTIVE EMPLOYEES ON-THE-JOB PRIOR TO HIRING THEM; RECRUITING AND TRAINING COSTS ARE LOWERED. EDUCATIONAL INSTITUTIONS REALIZE HIGHER PLACEMENT

RATES FOR THEIR GRADUATES, AND THEIR CAPITAL COSTS ARE LOWERED BECAUSE STUDENTS TRAIN ON THE LATEST EQUIPMENT AT THEIR PLACE OF EMPLOYMENT. STUDENTS GAIN VALUABLE EXPERIENCE, AND A COMPETITIVE EDGE IN LANDING A JOB AFTER COMPLETION OF A COOPERATIVE EDUCATION PROGRAM. STUDENTS ARE BETTER ABLE TO MAKE INFORMED DECISIONS ABOUT THEIR CAREER CHOICES, AND HAVE A GREATER APPRECIATION OF THE DEMANDS OF THE WORK WORLD.

ONE OF OUR GOVERNORS RECENTLY SAID, "THERE IS A RAW MATERIAL IN THE NEW INDUSTRIAL ORDER THAT IS TAKING PRECEDENCE OVER COAL AND IRON. THAT RAW MATERIAL IS EDUCATION. IN A REAL SENSE, THE EDUCATION OF TODAY IS THE ECONOMY OF TOMORROW." IN THE WORKING PARTNERSHIP AMONG EMPLOYERS, EDUCATORS, AND STUDENTS EXEMPLIFIED IN COOPERATIVE EDUCATION PROGRAMS, THE "RAW MATERIAL" CAN BE FASHIONED TO THE BENEFIT OF THE PROGRAM PARTICIPANTS AND THE COMMUNITY AT LARGE.

THANK YOU